



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3535 W. Dunlap, Phoenix, AZ 85051

Cortez Park Charter Middle School, Inc., dba Cortez Park Charter Middle School

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Not Evaluated
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Not Evaluated

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Dennis L. Cagle
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
2005 Enrollment : 150
Web Address : webs.learningstation.com/cortez_park/
Phone Number : (602) 589-9840
Fax Number : (602) 589-9841
E-mail : dcagle-cpes@imagineschools.com

Mission

Cortez Park staff, students, parents, and community will collectively provide support to increase academic proficiency through standards- based instruction in a safe environment that is conducive to the needs of the students.

School / Academic Goals

- ü By 2005, 80 percent of the students at Cortez Park will be meeting or exceeding the state standards in reading and math as measured by the AIMS.
- ü Teachers and students will utilize the key elements of 21st Century methodologies as outlined in the School Design Manual.

Enrollment

October 1, 2004 School Year Student Enrollment : 171
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Character Education
- Ü Technology/Internet Access
- Ü Cooperative Learning
- Ü On-Site Special Education
- Ü Saturday School
- Ü Computer Based Learning
- Ü Fall and Spring Diagnostic Assessments

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	4/6/2006

Shared Responsibilities

School

Cortez Park Charter Middle School will strive to keep families informed, to value parent input in educational decisions affecting their children, and to make educational decisions based on student needs.

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, and wearing the school uniform.

Transportation Policy

Transportation is provided for seventh and eighth grade students to and from Bell Canyon Charter School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü AIT Conference Champs in football	2002
Ü 3rd place in the State Charter Conference for baseball	2003
Ü Academic Excellence Award	2004
Ü Economic Sustainability Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	78250	100	100	99	518	518	548	40	40	21	24	24	18	33	33	48	2	2	13
All Students (Prior Year)	46	46	75001	100	100	99	432	432	468	69	69	37	28	28	36	3	3	16	0	0	10
Female	31	31	38071	100	100	99	518	518	549	39	39	20	17	17	19	43	43	49	0	0	12
Male	24	24	40126	100	100	99	517	517	547	41	41	23	32	32	17	23	23	46	5	5	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	30	30	29129	100	100	99	505	505	527	50	50	32	27	27	23	23	23	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	19	19	38320	100	100	99	529	529	568	28	28	12	28	28	14	39	39	55	6	6	19
Students with Disabilities	11	11	9329	100	100	100	489	489	454	70	70	64	20	20	18	10	10	16	0	0	2
Students without Disabilities	44	44	68996	100	100	99	526	526	561	31	31	16	26	26	18	40	40	52	3	3	14
Limited English Proficient Students	10	10	10133	100	100	100	489	489	488	69	69	45	15	15	25	15	15	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	30	30	33388	86	86	94	513	513	530	45	45	32	17	17	22	38	38	40	0	0	5
Non-Economically Disadvantaged	25	25	44937	100	100	100	526	526	561	31	31	13	38	38	15	25	25	54	6	6	18

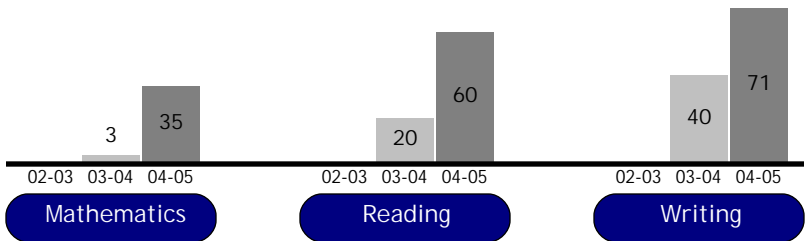
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	78302	100	0	99	504	504	512	18	18	11	22	22	25	58	58	57	2	2	7
All Students (Prior Year)	46	46	74918	100	100	99	469	469	497	52	52	32	28	28	19	17	17	35	3	3	15
Female	31	31	38082	100	0	99	501	501	518	17	17	8	26	26	24	52	52	61	4	4	7
Male	24	24	40166	100	0	99	507	507	507	18	18	14	18	18	26	64	64	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	30	30	29152	100	0	99	489	489	492	23	23	17	32	32	34	45	45	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	19	19	38347	100	0	99	526	526	531	17	17	5	0	0	17	78	78	68	6	6	10
Students with Disabilities	11	11	9353	100	0	100	455	455	429	60	60	40	20	20	38	20	20	22	0	0	1
Students without Disabilities	44	44	69024	100	0	99	518	518	524	6	6	7	23	23	23	69	69	62	3	3	7
Limited English Proficient Students	10	10	10140	100	0	100	474	474	451	31	31	28	46	46	43	23	23	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	30	30	33398	86	0	94	495	495	495	21	21	18	31	31	35	48	48	46	0	0	2
Non-Economically Disadvantaged	25	25	44979	100	0	100	519	519	525	13	13	6	6	6	18	75	75	66	6	6	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	78094	100	100	99	521	521	545	13	13	3	16	16	18	71	71	77	0	0	2
All Students (Prior Year)	45	45	74503	100	100	99	458	458	491	18	18	9	43	43	32	36	36	51	4	4	8
Female	31	31	38025	100	100	99	527	527	558	13	13	2	9	9	13	78	78	82	0	0	2
Male	24	24	40013	100	100	99	516	516	534	14	14	5	23	23	23	64	64	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	30	30	29068	100	100	99	504	504	523	18	18	5	18	18	27	64	64	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	19	19	38265	100	100	99	534	534	564	11	11	2	17	17	11	72	72	84	0	0	3
Students with Disabilities	11	11	9275	100	100	100	457	457	444	30	30	14	40	40	46	30	30	39	0	0	1
Students without Disabilities	44	44	68892	100	100	98	540	540	559	9	9	2	9	9	14	83	83	82	0	0	2
Limited English Proficient Students	10	10	10084	100	100	100	471	471	474	31	31	10	15	15	39	54	54	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	30	30	33296	86	86	94	510	510	527	21	21	5	14	14	27	66	66	67	0	0	0
Non-Economically Disadvantaged	25	25	44871	100	100	100	542	542	559	0	0	2	19	19	12	81	81	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	--	53	96	36	NA	56	98	55	55	51
	Language	--	--	--	45	95	23	23	48	98	50	50	47
	Mathematics	--	--	--	62	95	34	34	66	98	51	51	52
7	Reading	--	--	--	51	98	57	NA	54	100	47	47	50
	Language	--	--	--	54	98	53	53	58	100	48	48	52
	Mathematics	--	--	--	58	98	41	41	62	100	42	42	50
8	Reading	--	--	--	53	90	34	NA	55	100	47	47	51
	Language	--	--	--	49	90	30	30	52	100	44	44	50
	Mathematics	--	--	--	58	90	33	33	61	100	35	35	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cortez Park Charter Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Public Relations
- ü Advisory Councils
- ü Support General Welfare of School
- ü Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	1	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- ü Media Center/Library/Technology Lab
- ü Two Gymnasiums
- ü Computers in Every Classroom
- ü Full Service Cafeteria

Extracurricular Activities

- ü Media
- ü Boy Scouts
- ü Sports
- ü Girl Scouts
- ü Reading Club
- ü Cheerleading
- ü Student Council
- ü Chorus

Social Services

- ü Before/After School Care Programs
- ü Weekly Home/School Communication
- ü Parent Teacher Organization
- ü Uniform Vouchers
- ü Parent Link to Power School
- ü Family/Community Support Groups
- ü Athletes in Training
- ü On-Site Homework Support

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students showed significant gains in reading and math as measured by the AIMS.
- ü Ninety-five percent of the parents were satisfied with the quality of instruction received at Cortez Park Charter Middle School.
- ü Cortez Park Charter School received the Academic Excellence Award from Imagine Schools for the 2003-2004 school year.
- ü Cortez Park Charter received the Economic Sustainability Award from Imagine Schools for the 2004-2005 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	33	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	66	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school provides fire safety and personal safety instruction along with regularly scheduled fire drills as well as other safety and crisis intervention drills. Our staff strives to provide a safe and warm learning environment. The school also provides instruction in personal health and safety.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dennis Cagle	(602) 589-9840
Transportation Policy	Ed Schultz	(602) 589-9840
Community Resources	School Office	(602) 589-9840
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Katherine Kutyba	(602) 589-9840
Student Health/Nurse	Aleah Baca	(602) 589-9840

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.